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ABSTRACT

This paper reports on a study of the curricular development in the ABC Unified School District in Southern California, over a span of 10-15 years, in response to an increase in limited-English-speaking students and legislative mandates. The case study was conducted through document review, observations, and interviews. The study focuses on key points at which decisions were made concerning instructional goals, staff development, teaching materials, and evaluation methods, emphasizing the change process. The study documents the conversion of the school district from one with low achievement scores among the Spanish- and Portuguese-speaking students and low staff morale to one that has gained a national reputation as exemplary in its application of principles of curriculum design. The report concludes with a proposed prototype curriculum model for bilingual education. (Author/MSE)

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CURRICULUM DESIGN DEVELOPMENT IN EFFECTIVE SCHOOL DISTRICTS, A CASE STUDY FROM SOUTHERN CALIFORNIA

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ER18

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ABSTRACT

The effectiveness with which different school districts are offering instructional services to the language minority students varies a great deal. Some districts consider the increase in limited English proficient pupils an annoyance, and administrators as well as teachers in such schools resent and resist the intrusion of guidelines and regulations for addressing the learning needs of these children. However, there are also school districts which anticipate the changes in their student body and begin searching for appropriate educational services before they are obliged to do so by the law. This project studies one of those pro-active school districts. The study describes the development of the curricular responses made by the ABC Unified School District, in Southern California, over a span of 10-15 years. Document review, observations and interviews comprised the methodology used in this case study. The conversion of a school district from one with low achievement scores among its Spanish and Portuguese proficient students and low morale among its staff, to one which has gained a national reputation as exemplar, is examined applying principles of curriculum design. The report concludes with a proposed prototype curriculum model for bilingual education.

INTRODUCTION

In the 1960s, there was a growing recognition that the schools in this country were particularly ineffective for large numbers of language minority students and that new ways of offering educational services for these groups were needed. This recognition culminated with the Bilingual Education Act of 1969, which was an amendment to the Elementary and Secondary Education Act of 1965. This Act was to be the vehicle for federal participation in promoting bilingual education. Subsequently, in 1974, the Supreme Court Decision Lau vs. Nichols mandated bilingual education programs which would facilitate the integration of non-English and limited-English speaking students into the regular curriculum in our schools. This legislation and Supreme Court ruling provided the bases for many school districts to focus on these students (McKay & Wong, 1988). In the last few years, the increased number of immigrants has magnified the discussion over bilingualism and bilingual-bicultural education. The current "English-only movement" sweeping the country has also contributed to the close attention given to these alternative educational approaches (Crawford, 1989). Nevertheless, the ever-increasing proportion of cultural and linguistic diversity among our students necessitates the use of some type of educational strategy for these special populations.

Current research has pointed out that in determining the efficacy of bilingual education programs, researchers must determine the characteristics of implementation as well as school climate and administrative leadership that contribute to the effectiveness of these instructional programs. Gregoire (1985) indicated that evaluation

research must focus on specific implementation strategies and contextual components which comprise the program.

Further, research has also demonstrated that bilingual education is not a uniform, undifferentiated whole, and that the process of instruction is an important variable contributing to student participation which ultimately becomes reflected in student achievement (Gregoire, 1985). An ecological model of contextual inputs and outcomes, therefore, has been proposed (Sarason, 1971). This model suggests that bilingual-bicultural program outcomes cannot be separated from the sociocultural contexts that give rise to them. That is, bilingual education may be considered to be the result of a constellation of contextual variables rather than independent variables in their own right. The particular combination of people in a school setting, including administrative and school-site leadership, and the circumstances that surrounds them, creates situation-specific demands that produce interactional differences between one specific teaching-learning situation and another.

Purpose

This study examines the curriculum, broadly defined, of a school district, and traces the way the school district has responded to curriculum needs over the past ten- to fifteen-years, as the number of language minority students increased and legislation to address the educational needs of these students has been mandated. Foci of the study are key junctures where decisions were made on instructional goals, staff development, teaching materials and evaluation methods. Hence, a major focus of this study is "process."

Significance of the Study

This inquiry into curriculum design models in bilingual education provides information that might be found important to understand and subsequently to increase opportunities for successful participation by LEP students in the instructional process. We know that there are schools that are effectively serving language minority students and we know of many where the administration and teaching staff feel overwhelmed by the educational needs of these students. Educational research has yielded a literature on effective schools, with useful lists of features to look for (Far West Regional Educational Laboratory, n.d.; Valadez, 1986). The present study is unique in that it focuses on the process of how an effective school district got there. The study of curriculum design models must address the process as well as the content involved. We expect this study to raise awareness of the various ways in which competent student participation and achievement is accomplished. Hence, this report may provide a basis for policy decisions regarding instruction, teacher training, and curriculum development.

Additionally, this study may serve as a reference for those interested in the dynamics of the process of an effective change strategy in meeting particular instructional goals.

Rationale

Most educators, government officials, parents, and community members would agree that the goal of educational programs designed for language minority students is to allow such students to develop the highest degree possible of language, academic, and social skills

necessary to participate fully in all aspects of life. More specifically, as a result of research on language learning and on academic success, language minority students can be expected to attain: (1) High levels of English language proficiency, (2) normal cognitive and academic achievement, (3) adequate psychosocial and cultural adjustment, and (4) sufficient levels of primary language development to promote normal school progress (State of California, 1981). Bilingual curriculum design models, as well as properly designed and adequately implemented bilingual education programs, are means to achieve such goals.

General principles of curriculum design (Tyler, 1949; McNiel, 1985) are applicable in dealing with the education of language minority students and culturally diverse populations. In determining educational experiences that can be provided that are likely to attain the goals stipulated above, attention must be given to the effective organization of these experiences, including methodology, instructional personnel, support material, and implementation strategies; and finally, determination of goal achievement.

Research Objective

The goal of this research was to identify and examine the development of curricular design models that are particularly successful with the academic achievement of children who begin with limited English or no English proficiency. In particular, we wished to trace the way the selected school district responded to curricular needs over the past ten-year period. Efforts are directed toward the development of a bilingual curricular design model prototype which is responsive to the

goals discussed earlier and which can be used by curriculum specialists in this field.

Methodology

This study uses the framework of curriculum theory in its design. Data presented are exploratory and descriptive in nature. Data collection methods included questionnaires, observation (simple and participatory), document review and interviews.

Site and subject selection. Collaborating districts were chosen from those that met the following criteria:

1. The proportion of language minority student population was to be at least 40% of the total district enrollment.

2. The district was to have achieved some measure of recognition for effective educational services to students who begin school with limited or no English proficiency.

3. The district was to have had bilingual education in place for at least ten years.

4. The district was to be interested in collaborating with this particular study.

One district in Southern California meeting the criteria was identified and the researchers entered upon a collaborative agreement with that district regarding the study. District level officials offered to facilitate access to classrooms, materials, documents and personnel. Researchers, in turn, were to submit for review to the district participants any of the reports resulting from the study.

In consultation with district level officials, the individuals to interview were selected from the following list of personnel

categories: Principals, vice-principals, teachers, resource personnel, and district level administrators.

EDUCATIONAL PROGRAMS AT ABC

The following section summarizes information obtained from the interviews and by review of documents provided by District personnel.

District Position on Bilingual/Bicultural Education

Review of documents obtained from the district offices publically indicates the commitment of ABC Unified School District Board of Education to the philosophy that educational programs offered in the District will meet the individual needs of the students to be served. This goal is accomplished through the implementation of bilingual instructional alternatives to meet the diversified linguistic needs of students at the earliest possible date. These alternatives provide students and parents with program options which:

1. Faciliate mastery of English language skills.
2. Allow for the development of pride in both the student's cultural heritage and the majority culture.
3. Contribute to an improved self-image.
4. Faciliate conceptualization in the language best known to the student, thus enabling the student to become bilingual in his/her second language.

Hence, the Board defines bilingual education as a process which uses a student's primary language and culture as the principal avenue for instruction while at same time systematically teaching a second language. The Board of Education is therefore in agreement with the basic goals of Federal and State legislated bilingual-bicultural

education. Further, the Board has expressed a commitment to bilingual education (in concept and practice) and to the allocation of available district, state, and federal funds for the development, implementation and maintenance of bilingual instructional alternatives.

Master Plan for Bilingual Education

In 1979, the ABC School District developed a Master Plan for Bilingual Education. A group of community leaders, parents, administrators, and teachers worked together on a long-range, 5-year plan. They looked at their existing needs and projected additional future needs. As stated above, this Master Plan was developed proactively, using the form of the Lau Plan. They chose to use that model to document what they were already doing and to define what else needed to be done in the future. The District's Master Plan for Bilingual Education consists of the following components:

1. Administration
2. Student Language Identification
3. Curriculum
4. Staff Development
5. Community Relations
6. Counseling & Guidance
7. Evaluation

Administration

Administrative functions in support of educational services for LEP students include revised district policies and regulations, the employment and assignment of bilingual crosscultural certificated and classified personnel, the proper allocation and budgeting of general,

federal and state funds, and the providing of direction and assistance in school-level educational plan development, program implementation and evaluation. Specifically, it is the function of all levels of administrative management to insure that the latest techniques of operational tasks be employed. The district's administrative philosophy is that no one department or functional level is solely independent in the development or implementation of programs, for it is the smooth functioning of the whole with interfacing parts that makes an organization totally skillful in carrying out operational tasks with measurable and successful results. A system of monitor and review assists in this process at the ABC School District. To this end, the goals of the Administrative Component are as follows:

1. To identify and implement district educational policies that support the educational needs of LEP students.
2. To recruit, employ, and place staff that is linguistically and culturally knowledgeable to meet the educational needs of all students.
3. To integrate educational programs designed for LEP students into the overall district educational program.

Student Language Identification

The goals of this component of the district's Master Plan are to establish and implement district wide procedures for determining students' home language; and to diagnose the English oral language proficiency of each student whose home language is other than English. The home language of all new enrollees is determined using the state approved Home Language Survey Forms. The Language Proficiency Survey procedures are as follows: Upon student enrollment, parents complete

the Home Language Survey. Within 30 days, students whose Home Language indicates a language other than English spoken in the home is tested by an ESL aide or bilingual teacher trained to administer the Language Assessment Scales test (LAS) at the school site. The Home Language Surveys and LAS test results are filed in the student's CUM (Cummulative folder, containing student's academic history). If the student was identified as a limited English proficient student (LEP), the student is enrolled in bilingual classes or in an ESL program.

Curriculum

The ABC Unified School District's Master Plan for Bilingual Education describes programs for LEP students which meet their cognitive, affective and linguistic needs.

It follows a regular course of study planned for all students in the district rather than being based on an isolated set of objectives. However, additional experiences have been developed to better meet the LEP student's educational and affective needs.

Curriculum Goals. The goals for the LEP students in the ABC Unified School District parallel the goals established for all students in the district. Additional goals for LEP students are:

1. To offer Bilingual Instructional Alternatives that meet the linguistic, cognitive, and affective needs of students with different language and cultural orientations in order to permit them to:
    a. Develop English language skills to ensure effective participation in the English-speaking social, academic, and career environments.

b. Build language skills on a firm foundation which includes a positive self-concept in the environments of the language and cultures associated with those languages.

c. Preserve and strengthen their self-image and sense of dignity through appropriate and meaningful instructional programs.

d. Utilize their primary language as a medium of learning in order to avoid premature experiences with the second language which could be detrimental to their academic progress.

e. Develop communication skills in two languages, one of which is English.

f. Develop incentives to remain in school, to succeed, and to prepare for future undertakings.

g. Acquire the academic tools to pursue postsecondary education.

2. To provide comprehensive assessment of language and academic progress and achievement of students participating in any of the Bilingual Instructional Alternatives.

(Please see Appendix 1 for exerpts from Master Plan (1979) document).

The Bilingual Instructional Alternatives offered by ABC include programs of: Elementary Bilingual/Bicultural, Elementary Bilingual Magnet, Elementary Bilingual Individual Learning, Secondary Bilingual/Bicultural, Secondary Bilingual Core, Secondary Bilingual Individual Learning, Bilingual/Bicultural Preschool, and Bilingual MGM

education, and a Bilingual Magnet Program for LEP students with Exceptional Needs.

Staff Development

The ABC School District, in keeping with its philosophy to provide quality education to its students, provides inservice to personnel to meet the academic, linguistic and cultural needs of the LEP students. The objective of the District's staff development is that of providing these students with the best possible education to meet their needs. The philosophy of the District relevant to staff development is analogous in nature to its philosophy of educational assurance for its students. That is, it consists of matching that assurance for students with a comparable assurance for staff members, certificated and non-certificated.

Annually, a district staff development master calendar is developed to include a variety of activities to provide an on-going inservice program for all staff. All inservice is evaluated and planning is on a continuous basis.

The staff development component of the Master Plan for Bilingual Education includes the following long range goal: To provide inservice to instructional and support staff to develop competencies required to meet the educational needs of the LEP students.

The thrust of staff development is to ensure that all staff members, aides, administrators, and classified staff have the opportunity to develop as proficient and effective members of an instructional and administrative team. The needs of the students are paramount, but continuing opportunities for career development and professional growth for the staff are also considered important.

Community Relations

The Community Relations component of this plan is committed to encouraging the ongoing involvement of the community and, more specifically, the parents of those students whose primary language is other than English in the educational process.

The District's Community Relations component includes the following goal statements:

1. To encourage the active participation of parents and other community members in the process of planning, implementation, and evaluation of the instructional program; and
2. To continuously improve communication between home and school, and particularly to parents whose primary language is other than English.

Counseling and Guidance

To meet the counseling and guidance needs of students, the District incorporates existing services as the basis for ongoing assessment and evaluation of LEP students. Pupil personnel staff assist students to grow emotionally, socially, academically, and vocationally by teaching them to solve problems in these areas.

The Guidance and Counseling Component include the following goal statements:

1. To provide a pupil personnel staff that has the linguistic competence, cultural awareness, and positive attitude towards all students and their families; and
2. To provide counseling and guidance programs that will promote an environment of support for developing a positive

self-concept and ensure optimal learning, achievement and motivation.

Evaluation

The District's philosophy is that all components and component parts must be assessed and evaluated individually and as a whole for successful interfacing of the system composing the Master Plan for Bilingual Education.

The overall goal of the Evaluation Component is to develop a comprehensive plan for evaluation including testing, acquisition/ development of instrumentation, and a systematic evaluation of each component: Administration, Curriculum, Staff Development, Community Relations, and Counseling and Guidance.

In this scheme of things, their evaluation component must tell the system where it is in terms of reaching the goals and objectives, why it has or has not reached the criteria set forth, the reasons why the successes or failures to date are present, and what the data contain to substantiate the preceding. Hence, their evaluation task is to communicate to all concerned in the process how the system is performing and at what level of proficiency.

RESULTS

The information summarized in this section was obtained through structured interviews with personnel from the ABC School District and through review of district materials. (Please see Appendix B: Structured Interview Questionnaire).

Historical Perspective of District

Respondents were asked to relate the historical perspective of the district, providing a description of the area at the time the district was formed and how it had changed to the present description. They were asked to specifically comment on changes of the school population over the last 15 to 20 years.

The ABC Unified School District was formed in July, 1965, when citizens voted to unify three elementary school districts (Artesia, Bloomfield and Carmenita) and a portion of the Excelsior Union High School District. The district serves the cities of Artesia, Cerritos and Hawaiian Gardens, portions of Lakewood and Norwalk, and parts of Long Beach.

At the time of the study (1987), the district had 22,000 kindergarten through 12th grade students enrolled in the 29 schools in the district. An additional 6,000 students took classes at the ABC Adult School. The district employed 2,100 staff members.

At the time the district was formed, the area was comprised of dairy valleys and not very many homes. Hence, the population had been relatively small compared to its size in 1987. Thereafter, the dairies moved to the area of Chino (some 60 miles to the east), and the demographics began to change.

Twenty years before, the largest minority group had been Hispanic at about 15%. Since then, both the Hispanic and the Asian populations increased, with the Asian group growing at a faster rate. In 1987, both groups reached approximately the same level, about 26%. The number of Black families had also increased although not at the same proportion as the two other groups. The Hispanic population had been

stabilizing during the last 10 years. The dramatic growth of the District's population as a whole, during the past 20 years, had resulted in many schools being built during that period.

As noted above, the area that comprises the ABC School District was basically dairyland, with a strong Dutch influence, the owners of the dairies being of Dutch background, while Portuguese workers were employed by them. The Portuguese population in this area came from the Azores, an island off the coast of Portugal. The Portuguese was another minority group that was reported as being numerous for the size of the District at that time. Since then, there has been a decrease in this population, apparently, with the disappearance of the dairies.

Since the ABC School District was formed, the northern part of the district was composed of middle class, upwardly mobile people whose children were academically inclined to succeed in school, as reported by José Ronquillo, Assistant Principal at Furgeson Elementary School. The southern end of the district, on the other hand, consisted of lower working class families whose children often encountered difficulty in school. Teachers describe the focal difference between the students from the north and the south in terms of students' oral English language development.

Over the past 20 years, the District's population has grown but the factors that differentiated the District's population in the north and the south have become more accentuated.

Responding to the Changing School Population

The respondents were asked how the District had responded to the changing school population.

In its early years, teachers indicated that they individually responded to students' needs, particularly in the area of oral English language development, on a trial and error basis. That is, techniques that appeared to be fruitful in terms of student achievement were repeatedly implemented, with necessary modifications and improvements.

A difficulty that emerged in the early 70s was that, in an effort to work efficiently with students having similar problems, students were set apart in groups with different teachers in different classrooms. This procedure was quickly identified as segregationist, as reported by Ronquillo, and teachers had to find the way to eliminate this problem while at the same time serve the needs of language minority students. It occurred to teachers that fluent English-speaking students could be used as models for the limited English speaking students, and they proceeded to arrange their groups in this manner.

According to Lilia Stapleton, Administrator of Special Programs and Services of the ABC School District, the District has responded very well to the changing school population. She characterized their response as "Proactive,"

> "I can recall back eight years ago when our District was active in the development of the Master Plan for bilingual education. A group of community parents, administrators, and teachers got together and worked on a long-range five-year plan. ...We took a look at our existing needs and projected the additional needs we would have in the future. At that time, we had only bilingual programs for Spanish and Portuguese speakers. We foresaw the needs and projected that, if in fact the population increased at the rate it was starting to, we would soon need a bilingual program for our Chinese and Korean populations as well."

Although the District already had a bilingual program for their Spanish speaking and Portuguese speaking populations, The District made the decision to address not only their basic program, but talked about

the needs for pre-school programs, bilingual special education, and the needs for a bilingual Gifted and Talented Education (GATE) program. Since 1979, many of these programs have been implemented. The District, in 1987, had a Korean bilingual program, K-6, in two schools as well as a Chinese bilingual program, K-6, in one school. In 1979, the District did not have a secondary bilingual program, according to Stapleton.

> "Now, five out of ten secondary schools provide a very specific program at that level. We have Spanish and Portuguese bilingual programs at the junior high level, at the high school level we have diverse language programs."

Stapleton added that the district had eight teachers who are involved in providing special education support. The district helped organize State level special bilingual education conferences, thereby providing leadership in special education. They also had a bilingual pre-school program in place. One more thing that was new was the Testing Center. In 1979, they had not a Testing Center like they had now where children were tested in one location when they come to the District. If students speak a language other than English, they are referred to the Testing Center.

Hence, the school district has responded to the changing school population by instituting the following programs to serve the language minority students:

1. <u>Elementary Programs</u>
   a. Pre-school Programs
   b. Bilingual Bicultural Programs
   c. Magnet Programs
   d. Diverse Language Programs:

These are at the elementary level where teachers conduct English as a Second Language classes (ESL) and provide a sheltered environment for all LEP students in kindergarten. Students are provided with a monolingual teacher because there are diverse languages spoken.

2. Secondary Programs

   a. Portuguese and Spanish, Jr. High

   b. Spanish, High School

   c. Diverse Language Programs

Taking the form of the Lau Plan, although the District was not out of compliance, the Committee used that model to document what was being done and to identify what else needed to be done in the future. In developing this Master Plan, in 1979, the following areas were addressed: (1) identification of students, (2) curriculum, (3) staff development, (4) community relations, (5) counseling and guidance, and (6) evaluation.

In this Master Plan for Bilingual Education, the ABC School District, through its Board of Education, asserted its commitment to the philosophy that educational programs offered in the District would meet the individual needs of the students. The district also affirmed its position that bilingual instructional alternatives, to meet the diversified linguistic development needs of their students, would be implemented in the schools.

Further, in its Master Plan, this School District defines bilingual education as a process which uses a student's primary language and culture as the principal source of instruction while at the same time systematically teaching a second language. In this Plan, the Board of Education asserted its agreement with the basic goals of bilingual/bicultural education.

Hence, through the District's Master Plan, the Board of Education also developed their work policy and philosophy. Both of these were still in place in 1987.

Respondents spoke of the leadership that promoted the development of the effective plannings. It was the Superintendent and his cabinet that asked that the Master Plan committee be established. The leadership came principally from both the District Superintendent and from Frank Ochoa, Director of State and Federal Projects and also a member of the Superintendent's cabinet. Ochoa had joined ABC in 1972. He was a Hispanic who provided a great deal of leadership in terms of developing programs for minority students, particularly to the Spanish-speaking students. That year was when the Spanish bilingual program began, with Ochoa as the director. Prior to this time, in 1968, the Portuguese bilingual program, one of the first in the country, had started in the District. The Asian bilingual program in Chinese began in 1979, and the Korean bilingual program was instituted in 1980. The Diverse Language Program began in 1981.

In sum, the ABC School District has always had the support of the Board of Education and the Superintendent relative to programs for language minority students. Furthermore, grants were applied for and these funds helped to get them off the ground, but more importantly, the grants helped to institutionalize these programs. "Consequently, we have really lived up to the intent of the funding and have kept these programs alive," indicated Stapleton. "The Master Plan was a real cornerstone in the development of all our programs for language minority students."

Effects of Federal and State Legislation on School Programs

Several Federal and State statutes had been enacted during the period in question. Respondents were asked to comment on the effects of the legislation on their educational programs.

Emergency School Aid Act

A salient turning point identified by Mr. Harvey Hoyo, principal at Hawaiian Elementary School in the ABC School District was the passage of the Emergency School Aid Act (E.S.A.A.) of 1970. Under the provisions of this legislation, a school district was able to apply for grants to institute programs to deal with diverse student populations. This Act had many strands but its main goal was curbing low student achievement and the potential drop-out situation.

In 1972, under the leadership of Mr. Frank Ochoa, Zone Coordinator for the ABC School District, the District applied for this grant. Both teachers and administrators interviewed identified Ochoa as a pivotal figure in the evolution of this District. It is reported that Ochoa had a conviction that affirmative action was important. He held a significant position in the District so that it was leadership from within. He represented an internal power base encouraging affirmative action to take place in terms of federal and state funding to promote effective interactiin with minority populations.

During this time, the alternative school movement was very strong. Ochoa was able to link serving the needs of language minority students with the alternative school concept. Although funding under this Act subsequently ran out, the effects of the programs Ochoa initiated were lasting because people involved in these programs had

developed the mind set that was conducive to effectively dealing with the language minority population.

Title VII

Stapleton asserted that State statutes directing educational policy and programs for language minority students have been very helpful. "Title VII has helped with the Federal mandates, but the State statutes, by virtue of having the staffing requirement, have been of particular assistance. I don't think we could have done it without that. Yes, we had support and leadership from the School Board, but we needed guidelines to be able to say to principals 'you have 10 LEP students--you need a bilingual teacher--AND IT'S REQUIRED BY LAW.' This type of statement really held a lot of power."

Those staffing requirements gave district officials the impetus to hire bilingual teachers. The State statutes provided the guidelines for an organized program (e.g., guidelines for student identification, reclassification, program requirements).

Seeking Assistance for New Instructional Needs

With new demands on their instructional services, where did the district look for trained personnel and staff development assistance?

In 1972, when the Spanish bilingual program began at ABC, there were only two certified bilingual teachers in the district; the rest of the teachers were on "waiver." The program had classroom settings with bilingual aides and monolingual teachers. In 1987, they had 80 Certified Spanish bilingual teachers. In 15 years, this number increased rapidly. Such an increase is attributed to very aggressive

recruitment and proactive approaches such as the development of the New Careers in Education Program which the State funded.

New Careers in Education Program and Agressive Recruiting

This Program allowed the District to train bilingual teachers. It consisted basically of taking students at the junior level at the neighboring California State University, Long Beach, and putting them into an internship program in ABC schools. That is, they were going to school and were being trained to teach in District schools--and were being paid. Through this program, the District trained 20 bilingual teachers. However, in addition to this program, the District has aggressively recruited bilingual teachers and the District's reputation has attracted new teachers as well.

Staff Development

Staff development was reported as having been a very important part of ABC's program. Teachers normally have pre-service staff development sessions at the beginning of the year where all bilingual and monolingual teachers who are taking responsibility for conducting ESL classes for LEP students are invited. This pre-service serves as a "kick-off," where curriculum which was developed during the summer is presented. The District has had curriculum development during the summer months for many years. Additionally, during the summer months teachers plan the staff development for the year.

The District also has a team of bilingual resource teachers who are available to go to the schools and conduct demonstration lessons in the classroom. However, prior to presenting these demonstration lessons, resource teachers present content. ABC believes in Joyce's model (1983) of staff development where there is follow-up after the

presentation of content. Stapleton reports, "we have really taken Joyce's model very seriously, so that whenever we have a workshop, we always make sure to provide a follow-up. Coaching, demonstration lessons, technical assistance has always been powerful; that's something that our teachers have always been very pleased with when we've provided staff development."

ABC usually has a series of workshops that are available after school. After these workshops, teachers then sign up for coaching. In the past they had a regular schedule of inservices. However, since many of the teachers had been in the district for the past 10 to 12 years, they found they need a little more refinement and to be updated. Consequently, ABC has taken different routes in providing staff development.

Initially at ABC, staff development took the form of big workshops that teachers just attended and listened. Then they moved towards providing workshops for smaller numbers of people in order for there to be more interaction with one another and follow-up coaching. The previous year they had tried teaming up with the County Office and conducting conferences where teachers were able to select different workshops. In essence, they were 'mini-conferences' where teachers had choices to attend different workshops. Many of the workshops were conducted by ABC teachers. In fact, many of the ABC teachers are going outside the District to conduct workshops.

The district's staff development effort has evolved. District officials are aware that with bilingual teachers the likelihood of "burning out" is very high because they work so hard, and there is a concentrated effort to keep them energized and excited by bringing them

new information and techniques. Weekend retreats is another form of staff development practiced at ABC.

Key Figure in Professional Development

The thrust of the staff development effort at ABC for the last few years has been on second language acquisition. ABC educators say a pivotal point in their staff development effort was the involvement with their District of noted linguist Steve Krashen. That involvement had begun approximately five years earlier, in 1982. ABC's Superintendent heard Krashen speak at a meeting of Los Angeles County Superintendents. Along with the Superintendent at that meeting were Lilia Stapleton and the Director of Curriculum at that time. Everyone became very excited. Krashen clarified a lot of things in the Superintendent's mind. He had up to then been supportive of bilingual education, but that talk presented the research very clearly. The Superintendent then invited Krashen to come to the District and speak before ABC's Board of Education. A special study session was arranged where the linguist presented research findings and examples of how children acquire a second language to ABC's Board of Education. Krashen won the Board over; his presentation made a big impression and since then he has worked very closely with the district. Krashen is reported to have spoken to all the principals and practically all the teachers in the District during the 1982-85 period. He worked with individual schools in depth, discussing individual programs in their schools. Many ABC staff members acknowledged this period as pivotal in their staff development program.

District Bonus

In addition to presenting research findings on second language acquisition, Krashen did something else which really affected ABC's program not only in second language acquisition but in the general area of literacy, placing them ahead of the California state wide movement to bring literacy and literature closer together. ABC began to infuse literature into the curriculum more than they had before; they are also making a connection between literature and the writing process before the 1988 California Language Arts Curriculum came out with this requirement. ABC's attention to language arts needs of LEP children provided a bonus for all the district's K-12 students.

An additional form of staff development was the District's involvement in an educational Master's Program. Thirty of the District's teachers participated in a Master of Arts program provided by California State University, Los Angeles at district sites. It was a "satellite program". Krashen taught three or four classes in conjunction with other university professors. As a result of this program, students completed projects that have were reported as of great benefit to the District. For example, three teachers developed a series of lessons that bring Spanish literature into the classroom. This project was being considered for publication. In addition, a literature guide in Spanish was developed and is continually being expanded. Hence, the District is moving out beyond the home problems and providing leadership in the general education curriculum. Many other projects that have come out of the Master of Arts Program have also served for staff development.

District Response to Instructional Materials Needs

In terms of materials, in addition to the literature guide mentioned earlier, teachers have developed criterion referenced tests that cover the area of reading, language, and writing skills. Additionally, Korean and Chinese criterion referenced tests have also been developed as well as social studies and science units. There has been an on-going curriculum development committee made up of about 40 teachers in the District, meeting monthly. The large group of teachers has been divided into subcommittees of Spanish, Korean, Chinese, Portuguese, and ESL curriculum writers. They all have worked on development of curriculum and organizing staff development.

Staff Involvement

School administrators feel very strongly that teachers have to be the ones to decide on what type of staff development is going to be provided, therefore teacher involvement is part of staff development planning. Teachers are encouraged to be innovative but that before they take off in one direction they are assisted in being familiar with the research on that area, that they've talked with other consultants knowledgeable about the research, and can interpret the research to other teachers. Experts and county consultants are brought into the work area with those teachers. Further, teachers at ABC keep cognizant about what the State frameworks indicate.

Participation in State Experimental Case Studies

The ABC School District received the grant from a California State Department of Education for its Bilingual Education Case Studies Project (California State Dept. of Education, 1981) in which one of ABC's schools, Furgeson Elementary, participated. This school district

worked with the other five school Districts that participated in the California Case Studies Project. ABC School District has been acknowledged for its contribution to the success of the Case Studies model (Crawford, 1989).

Replication of Experimental Model

In 1987, ABC was funded for a new Title VII grant that would make it possible to replicate the Case Studies Model in seven other schools in the District. They were following the curriculum design, the program, and even the staff development that Furgeson had received. Coincidentally, one of the seven schools selected by ABC was also involved with the County Office, which selected six schools in the county area to develop a case study to replicate the original Case Study Program. ABC, therefore, in joining with what the County was doing would help in bringing six other schools into the innovative program. Because Ferguson school would continue with the Model, the area would have 13 schools in addition to others who might be implementing this approach. Trying to make this kind of networking with the County permits the districts to take advantage of the resources there.

Contribution from Abroad

Furthermore, when the demand for teachers trained in languages appeared, the ABC School District went for help not only to local universitites with teacher-training programs in bilingual education and ESL instruction, but also to the Department of Education in Mexico (Secretaría de Educación Pública). Selected teachers attended summer classes in Mexico City at the Mexican Department of Education training

center, where they were instructed in methods of teaching reading, mathematics, and social studies. Although the "trainer of trainers approach" was implemented using local staff who had previously been trained, the District also brought a group of Mexican trainers to their District to provide staff development to their teachers firsthand.

Thus, ABC went for help to its County Office of Education, the local State universities, the State Department of Education, and language scholars. They went out of the country, to Mexico, and they also found valuable resources among their own ranks.

Changes in Relationship Between the Community and the School

The question asked was whether the new developments in school programs had resulted in changes in the interaction between the schools and the community.

The relationship between the community and the District at ABC has changed as a result of changes in school programs, according to the respondents. There were days in the early 70s when the relationship with the community was not good. In 1970, a lawsuit was filed against the District dealing with affirmative action. As a result, the District began to be more aggressive in recruitment of minorities and in developing an affirmative action plan and attempting to implement it. Hence, the lawsuit did give the District a great deal of impetus. The relationship has greatly improved. Several advisory committees have been formed: Korean, Chinese, Portuguese, and Spanish. In addition, there is a committee that works with all of them together. This latter committee pulls the chairs of all the separate committees

together. They provide in-service for parents and hold parent conferences. In addition, the District works with the University of California, Irvine (UCI), Cerritos College, and the California Assessment Program, to form partnerships for parent conferences.

In the early days, community aides were especially helpful since the District did not have sufficient bilingual teachers. However, since the funding is continuing to diminish for those kinds of positions, teachers are taking more responsibility for keeping those lines of communication open. Hence, the District is not having to rely solely on paraprofessionals.

The diversity of instructional programs can be a source of concern with some parents. Sometimes this occurs initially with parents who do not understand the programs. "We're still experiencing that with our Asian population," Stapleton indicated. "Parents have a lot of questions. So we provide many inservice meetings for them. The thrust of these is awareness building relative to what the program of instruction is all about. Another thrust of these inservices is trust building. Back in the early 70s we had to do this with our Spanish and Portuguese populations. But as soon as you provide information to parents, they readily accept the programs."

According to Stapleton, the community is very appreciative of what the District is doing and when something isn't working, they let the District know this, also. All in all, she asserts that it is a good working relationship.

Staff Morale

The respondents were asked if the changes in population and resulting programs had affected the morale of the teaching staff.

Initially, there seems to have been a great deal of dissention in terms of the innovative techniques that some teachers were implementing in an effort to deal with the instruction for the language minority population. Teachers recall that staffs were divided between teachers who had the students' interests uppermost in their minds, and those who were reacting on a purely emotional level and resisted any change effort.

Teachers related that the margin between the two "camps" slowly began to narrow as those teachers who were philosophically in disagreement with innovative teaching practices, including what is now known as bilingual education and English as a second language instruction, began to leave the District.

Among the persons perceived as having been highly instrumental in the development of a formal curriculum for language minority students was Mr. Roque Berlanga, principal of Furgeson Elementary School. Having worked in the District's Central Office, specifically in the District's Title VII Office, Mr. Berlanga was highly skilled in writing "grant proposals." When he became principal of Furgeson, he conceded that there were serious problems with their instructional program and saw before him the challenge to improve the quality of their program.

Meanwhile, the state bilingual education office was seeking schools to participate in what was to become known as the Bilingual "Case Studies Project" in 1980. This project was conceptualized to carefully implement basic theories of bilingual education that had been

evolving in the research literature. (Please see appendix C: Case Studies Curriculum Model). A computer search identified Furgeson Elementary along with 133 other schools that met the necessary criteria: (1) K-6 programs, (2) large concentrations of LEP children whose native language was Spanish, and (3) a "core group of certified bilingual teachers." Of the 30 schools that expressed interest, five were selected for the project in late 1981, among which was Furgeson Elementary School.

Although Furgeson staff was trying hard to make bilingual education work, their students' test scores were among the lowest in California. With the school's increase in LEP enrollments averaging 46% over the previous four years, its situation was rapidly getting worse.

For ABC, therefore, a key turning point was the selection of Furgeson Elementary to participate in the "Case Studies Project." The Case Studies model gave teachers no choice--they had to change their methods, and in doing so, they had to cooperate. Team teaching was mandatory, which was not a popular idea at the outset, according to teachers and administrators. Teaming meant that there was more accountability and the need to stay on a tight schedule. Under the new approach, a team typically made up of two bilingual teachers and one monolingual English-speaking teacher consulted on the needs of each student, assigned children to various classes, and followed their progress. The collegial approach, along with growing indications of student progress, had a healthy effect on staff morale, according to Edna Perez, bilingual resource teacher at Furgeson.

Teachers indicated that, at first, staff were polarized into different camps, with bilingual teachers on one side and English-only teachers on the other. But as they began sharing responsibility for instruction, attitudes changed and the staff began to focus on the child.

A major benefit of involvement in the Case Studies Project was reported being that of giving teachers a real mission, a vision of what it is they are trying to do. Teachers indicated that the Case Studies Project really brought the staffs together. And by exposing the monolingual teachers to ESL techniques, the team approach helped them to understand what the children go through in the process of acquiring English and to develop empathy for these students. The Director of Special Services summarized the changes in attitude as follows,

> "What has really helped win over teachers and principals was Krashen. By his going to schools and working with staffs, the schisms that had been there between bilingual and monolingual staff members dissipated. Because, here was a non-minority person coming in and sharing research. Lights went on and they understood what the program was about. Since then, we have had a lot more support. Here, bilingual teachers have not isolated themselves. They have really tried to be part of the total staff. It's been more difficult in some schools than in others," stated Stapleton.

At ABC, consensus was reached by articulating information in a clear fashion. They were conscious of the effectiveness of bringing in someone from the outside to say what needed to be said in a very clear way, someone who is not perceived as having an obvious vested interest and who had the data to support what he is saying.

An additional factor that helped considerably was the evaluation of the programs. The Director of Special Programs was obviously pleased with the results,

"We have actually been able to document the progress and result of our programs through evaluation studies in which we have participated. It's been rewarding to see every year our annual report to the Board done by our Evaluation Department. Every year scores are separated for LEP, FEP and EO students and time and again, our FEPS are doing better than our EOS on standardized tests as well as on proficiency tests," said Stapleton.

Educators in ABC feel they have a quality program, but acknowledge they still have a long way to go and that evaluation helps them to improve, they assert to always try to take advantage of opportunities to participate in sound evaluation studies.

Information is shared with the Board, principals, and resource teachers. A feature seen as very valuable that was influenced by the Case Studies Model was having resource teachers locatedin the schools; they are not housed centrally. It was felt that in order to make curricular and instructional change, the resource teacher really had to be on site. So they have part time resource teachers out of the classroom. Each school has half a resource teacher.

General Outcomes

A district official stated that "All these changes have affected the morale of the staff in a positive way. However, we still have to find additional ways of giving teachers positive support and reinforcement."

The benefits for ABC have been both academic and affective. "We are seeing students who feel a lot better about themselves; feel that their language has some status and value, and a culture that is respected and has a place, that it is no longer something to be embarrassed about. Affectively and academically students have really benefited. Academically, test results have revealed progress and the

students are blossoming so that by the time they get into junior high, they take off," indicated Stapleton.

It was reported that in the late 60s the Portuguese population had a high drop out rate from the high school, but after the bilingual program was instituted, there was a very dramatic decrease in the Portuguese drop-out rate.

ABC is also learning about the cognitive development of children and how they can become better learners. They are making sure that students do not lose out on content acquisition in a sheltered English environment. Another benefit beyond language, cited by both teachers and administrators, is the conscious awareness on the part of teachers of the rationale buttressing bilingual education methodologies which they employ in their classrooms. This awareness increases teacher morale. Additionally, as a result of teacher involvement through staff development required for the implementation of the bilingual program, teacher isolation was noted as no longer prevalent.

Key Turning Points

Respondents were asked if they could identify key junctures where the District made particular decisions that made a difference.

Key People in the District

The persons interviewed reported that critical people made a major impact. The fact that people eager to search for innovative ideas were in the District and that they were supported in implementing these in forms of programs, even when the innovators were considered radical, was seen as a major breakthrough.

Process Orientation

Both teachers and administrators identified a philosophy which pervades the ABC School District where administrators attempt to promote their own subordinates into leadership positions. It was noted that this practice tends to insure that an administrator's procedures and practices become institutionalized in the event that the administrator transfers to another position. However, it also allows others to be groomed for leadership positions. It is reported that this type of philosophy permeates every administrative level in the District.

Affirmative Action

A second critical turning point identified by Harvey Hoyo, an Elementary School Principal, was Affirmative Action, which attempts to get qualified minority people in top management positions in the District. Programs were instituted which were designed to train people both for teaching as well as administrative positions. Some of these programs were sponsored by the Los Angeles County Office of Education. The Elementary School Aid Act (1970) (ESAA) as well as affirmative action hiring practices marked the beginning of the change in terms of management style in the District. This change was perceived to be in keeping with a "minority District." Hence, key minority people entered the District in power base positions that tended to be concerned with the advancement of minority youngsters, as reported by Hoyo.

Hence, "process orientation" represents a management philosophy which might be summed up as one of "role reversal." That is, one of the "empowering" of subordinates/teachers by administrators. Metaphorically, the strategy can be thought of as an inverted pyramid. It

is reported that this management philosophy is embraced at ABC from the highest administrative level to the school sites.

DISCUSSION AND IMPLICATIONS

Key Junctures — Effective Change Strategy

One of the foci of this investigation was the identification of key junctures or turning points in the evolution of the ABC School District as it related to the education of language minority students.

All subjects interviewed, including district and school-site administrators as well as classroom teachers, identified very similar events. Prominent among key junctures identified were people and philosophies. People in power base positions had the linguistic minority students' interests uppermost in their minds and the vision that an internal process and structure was needed to support and sustain the change effort. It was with this proactive philosophy that this district began to address the needs of this student population long before it was mandated by law.

The extent of this school district's openness to change encouraged teachers and administrators to assess their own situation candidly and to develop common understandings and mutual supports which would increase willingness to take risks. While this school district availed itself of "outside" assistance, they appeared to realize early on that their success was going to be due to their own efforts and abilities. District and school-site administrators began to encourage and implement behaviors which were conducive to responsible receptivity to change.

Among these behaviors were dialogue and interaction which was continuing, pervasive and substantive, a process which was referred to as "process orientation" which sought to promote instructional participation and leadership.

Decision-making at every level was based on staff involvement and participation, consideration of alternatives, weighing of evidence, and decisions made from alternatives discussed. Decisions made were put into action, and actions were subsequently evaluated.

Furgeson Elementary School, for example, took account of its individuality and unique challenges as they related to the educational needs of their LEP student population and linked its pivotal decision to participate in the CASE Studies Project (Calif. State Department of Education, 1981) to its assessment of its school's unique needs and circumstances. Their attitude was one of responsible receptivity to change. It was a school that faced up to who they were, what they had, and what they wanted; and, in figuring out how they would get from here to there, seriously considered paths that they had never traveled as well as paths they knew well.

This type of proactive leadership encouraged interschool communications and dialogue which prompted recognition and use of resources in sharing problems and solutions. In turn, this type of open communication not only brought teachers out of isolation but was the channel through which receptivity could be fostered and implemented. In this way, the peer group was strengthened by an increased communication among staff about their problems and finding more effective ways to share their resources in relation to those problems.

ABC's receptivity to change as well as their realization that its schools already contained enough resources within themselves and enough access to other resources to take care of a great part of the assistance and stimulation needed in order to make changes was conducive to: 1) cooperative teaching arrangements, 2) more friendship networks among teachers, 3) more task-oriented communication networks among teachers, 4) teacher leadership and influence in decision-making, 5) effective administrative leadership, 6) and a favorable school climate.

What emerges from this discussion are basic features of a curriculum design model that meet the needs of language minority student populations.

Basic Features of Curriculum Design Model

Although there is no single source of information that is completely adequate to provide a basis for wise and comprehensive decisions about the objectives of a district or school, it is evident that the observed curriculum at the ABC School District has given consideration to three crucial audiences: the student, the school, and the community.

The Student

In considering the learner as a target of educational objectives, this district has sought to identify needed changes in behavior patterns of the LEP student population which the district, through the school, would seek to produce. In studying its linguistically different student population, this district has been able to identify student needs and educational objectives for this group by determining students' language dominance, cultural customs and traditions, family

structure, economic status, and students' school experiences. This information about the learner is compared with a desirable standard, so that the difference between the present condition of the learner and the acceptable norm can be identified. This difference or gap constitutes student needs.

The School

Interfacing with the perception of student needs, obviously, is the basic educational philosophy of the district, including its policy position on bilingual education, its expectations for student achievement, and its posture vis-a-vis national, state, and local mandates. How the policies are implemented is the manifestation of the stated policies.

The Community

Because the community is complex and continually changing, it is necessary to focus attention in this area as a source of educational objectives so that students learn what is relevant. Analyses made of the community by this school district have revealed important information as it related to language usage as well as other important external variables that suggested meaningful educational objectives for the LEP student population.

The curriculum design model that emerged as a result of the interplay and synergistic relationship of these three influences is an eclectic one, that is, one built out of the strengths and deficits of the three factions included in this model. In taking account of these three different perspectives, the district places itself in a unique position to be able to identify four fundamental questions. The first is a philosophical question which asks what educational purposes their

schools should seek to attain. The second is a curricular question of what educational experiences can be provided that are likely to attain these purposes. The third is one of methodology which asks how these educational experiences can be effectively organized. Finally, the fourth question is one of evaluation, asking how they can determine whether these purposes can be attained.

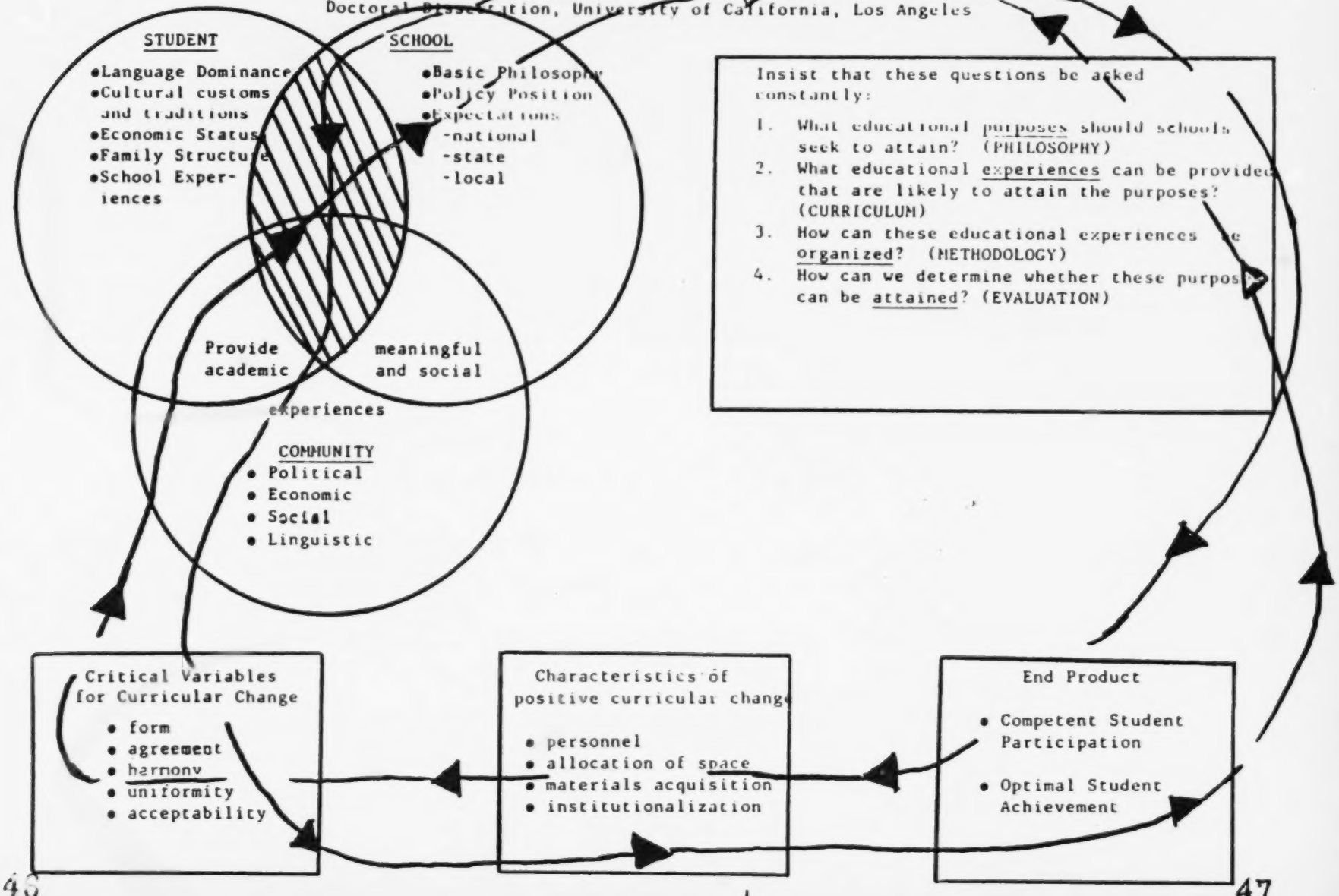
PROTOTYPE CURRICULUM MODEL

Figure 1 provides a graphic representation of a bilingual curriculum design model which may serve as a prototype reflecting a synergistic conception of curriculum. Significant is the interplay between each of the three discrete sources such that the total effect of providing meaningful academic and social experiences for the learner is greater than the sum of each source taken independently.

Equally significant in this model are the critical variables for curricular change which can be summarized as follows:

- Form. This is the first characteristic of bilingual curriculum development which refers to structure and uniformity which is consistent with educational objectives.
- Agreement. General agreement is an essential pre-condition of any effective and professionally responsible undertaking. It is essential before collaboration can begin. Thus, consensus around specific goals among teachers and staff is crucially important in order to provide stability and continuity.

Figure 1. Bilingual Curriculum Design Model Prototype
Source: Adapted from Gregoire-Patiño, Clementina.
Contextual Features of Bilingual Bicultural Chapter 1
Programs Yielding Maximum and Minimal Academic Results, 1985
Doctoral Dissertation, University of California, Los Angeles



- Harmony. This characteristic refers to the congruity of the bilingual education curriculum with the total school curricular program.
- Uniformity. This feature refers to sameness of action and implementation. Obviously, for uniformity to be present in the implementation of the bilingual education program, the pre-existing condition of agreement must be present.
- Acceptability. This characteristic refers to the inevitable pre-requisite of any change effort which suggests that change will not take place without the support and commitment of teachers who must adopt the change effort as their "own."

  Teachers as well as school-site and district administrators must create a degree of insight which allows for a higher degree of conscious determination of policy to be regularly maintained.

Thus far, the interplay between sources and critical variables for curricular change have been discussed. A third critical variable interacting in this bilingual education curriculum design model is one that addresses positive curricular change.

Key elements of this third variable are adequately trained and credentialed personnel to implement instructional strategies; proper allocation of space for classrooms in which bilingual instruction is implemented; availability of appropriate materials; and most crucial, the institutionalization of the bilingual education program within a school whereby this program becomes an integral part of the school curriculum.

CONCLUSIONS

One of the goals of this investigation was to study the "process" of a school district that has been nationally recognized as being particularly successful with the academic achievement of children who begin school with limited or no English proficiency. Findings have revealed that the ABC School District has followed a systematic process in dealing with a changing student population. In doing so, it adopted a way of thinking, an outlook, and an organized plan to insure more effective student learning and to insure that student learning was maximized.

Its curriculum consists of a planned, composite effort to guide student learning toward predestined learning outcomes. It focuses on the synergistic relationship among the learner, the school, and the community, and attempts to integrate its respective goals. On the basis of the integration of these goals, teachers, school-site and district administrators present options to their Board of Education and together they orchestrate their curriculum effort.

It is evident from the findings that ABC's curriculum is not fixed; it is not final. Rather, it is continually searching for better goals and better procedures. Its curriculum is not static nor fragmented but rather dynamic and synoptic.

Effective Change Strategy -- ABC School District

The assumptions about the nature of effective change strategies which appear to be operating at the ABC School District as revealed by structured interviews with administrators and teachers emanate from the school culture model which assumes that changing schools requires

changing people as well as school organization and norms, in essence, changing the school culture.

Some of these assumptions include, but are not limited to the following:

1. Changes will not take place without the support and commitment of teachers who must adopt the change effort as their "own."
2. Thus, consensus around specific goals among teachers and staff is more powerful than overt control, although leadership is not ignored.
3. Change strategy requires collaborative planning, collegial work, and an atmosphere conducive to experimentation and evaluation.
4. Successful change efforts are more likely to be realized when the entire school culture is affected and involved.
5. Leadership from the principal and administrative staff is crucial.
6. Sensitivity to the importance of time in the change process is critical.

Clearly, this school district uses an ecological approach in implementing their change strategy. This ecological approach suggests that all individuals in the school setting are viewed as elements of interaction. Hence the life of a school is an incessant interaction of structure, culture, and personalities. Changes in any one area require changes in others, and stress can arise when changes occurring in one area are met by resistance to change in another.

Thus, it would appear that in planning changes or improvements of any kind, the ABC School District pays close attention to the requisite alterations in social structure, culture, and personal adjustments of the individuals concerned.

It is within this framework that effective changes and improvements have taken place in this district. This intervention strategy appears to have proven successful because, in addition to focusing on goals and instructional procedures, it has devoted attention to major variables making up the character of schools.

This school district has put in place a process by which teachers and administrators think together, plan together, decide together, and act together in dealing with the problems inherent in the daily workings of their schools. That is, they have implemented an internal process and structure to support and sustain an effective change strategy.

Behaviors which make up this process include the following:

1. DIALOGUE: Interaction -- continuing, pervasive, substantive.
2. DECISION-MAKING: Based on staff involvement; consideration of alternatives; weighing of evidence; and ultimately selection made from among alternatives.
3. ACTION: Implementation of decisions.
4. EVALUATION: Staff's assessment of its own process.

These are the set of behaviors by which staffs at the ABC School District carry out the business of the school; it is the process by which they consider change or reject it.

A socialization process appears to have occurred which was conducive to maintaining openness to change in schools' staffs. This process included the development of common understandings and mutual supports which appeared to have increased individuals' willingness to take risks and recognize that failure in one attempt did not mean permanent disaster; the recognition that their success was due to their own efforts and abilities and not to outside expertise; openness to possibilities for change; and willingness to assess their own situation candidly.

Characteristics in ABC's schools include, but are not limited to, the following:

1. Cooperative teaching arrangements;
2. friendship networks among teachers;
3. task-oriented communication networks among teachers;
4. teachers exercising influence in decision-making process;
5. and favorable overall school climate.

Hence, it would appear that administrators and teachers in this school district recognize that they already possess enough resources and access to other resources to take care of a great part of the assistance and intellectual stimulation needed in order to make changes. Additionally, there appears to be sufficient interschool communications which encourages recognition and use of resources in sharing problems and solutions.

It is evident that through their "process orientation" approach, this District attempts to deal with fragmented fronts in faculties and staffs to the extent that administrators seek consensus of staff councils on how to proceed.

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APPENDIX A

Excerpts from Master Plan for Bilingual Education

ABC Unified School District, Cerritos California

1. Sample, Goal Statement with respective Objective designation and Activity specification.

2. Bilingual / Bicultural Program, Elementary Model

3. Bilingual / Bicultural Program, Elementary Team Teaching Model

4. Criteria for adding Second Language Reading Instruction K-6 (Elementary Bilingual/Bicultural Program - Spanish and Portuguese)

ABC UNIFIED SCHOOL DISTRICT, CERRITOS, CALIFORNIA, 1979

MASTER PLAN FOR BILINGUAL EDUCATION

GOAL STATEMENTS: 1. To offer Bilingual Instructional Alternatives that meet the linguistic, cognitive and affective needs of students with different language and cultural orientations.

COMPONENT: Curriculum

OBJECTIVE	ACTIVITIES	RESPONSIBILITY	BEGINNING DATE	ENDING DATE
1. Every elementary school with 10 or more LES/NES students with the same primary language at the same grade level or in an age span in a multi-graded situation based on the Language Dominance Survey results will be provided a Bilingual/Bicultural Program which includes: a. Daily instruction in English as a Second Language for LES/NES students b. Primary Language Literacy c. Concept development in the student's primary language and in English based on language proficiency d. Bicultural and Multicultural experiences e. Second Language Instruction for FES students (See Appendix 1)	1.1 Bilingual/Crosscultural Teachers and Bilingual/Crosscultural Instructional Aides will be providing students with primary instruction in the Bilingual/ Bicultural Program. (See Appendix 1) a. If a team teaching approach is selected, the number of LES/NES students assigned to a bilingual/crosscultural teacher must never exceed the number of FES students assigned to a regular teacher in the same teaching situation. (See Appendix 2)	1.1 Principal, Zone Administrator, Director of Personnel	1.1 Partially Implemented Completely by September 1980	1.1 Ongoing
	1.2 In a Bilingual/Bicultural Program classroom no more than two-thirds (66 percent) of the students may be LES/NES. Participating FES students must be at grade level or above. Transportation will be provided for LES/NES students wishing to participate in Bilingual/Bicultural Program at a school site with less than 20% LES/NES students of the same primary language.	1.2 Principal, Bilingual sub-committee	1.2 Partially Implemented Completely by September 1979	1.2 Ongoing
	1.3 Before a student is enrolled in the Bilingual/Bicultural Program a written notification in English and in the primary language shall be sent to the parent or guardian of the student. (See Appendix 3)	1.3 Principal, Bilingual/ Crosscultural Teacher	1.3 Partially Implemented Completely by September 1979	1.3 Only upon enrollment
	1.4 In order to insure program continuity, LES, NES and FES students will remain in the Bilingual/ Bicultural Program during their Elementary and Secondary Education if at all possible.	1.4 Principals, Bilingual/ Crosscultural Teachers	1.4 Partially Implemented Completely by September 1979	1.4 Ongoing

Source: ABC Unified School District, Master Plan for Bilingual Education, Dr. Eugene Tucker, Superintendent, Cerritos, California, 1979.

ABC UNIFIED SCHOOL DISTRICT, CERRITOS, CALIFORNIA, 1979

MASTER PLAN FOR BILINGUAL EDUCATION

GOAL STATEMENTS: 1. To offer Bilingual Instructional Alternatives that meet the linguistic, cognitive and affective needs of students with different language and cultural orientations.

COMPONENT: Curriculum

OBJECTIVE	ACTIVITIES	RESPONSIBILITY	BEGINNING DATE	ENDING DATE
	1.5 A Bilingual sub-committee of the School Site Council will be established at each school site which provides a Bilingual/ Bicultural Program. (See Community Relations Component)	1.5 Principal, School Site Council	1.5 Partially Implemented Completely by September 1979	1.5 Ongoing
	1.6 The schools providing a Bilingual/ Bicultural Program will involve parents of LES/NES students in the planning, implementation, and evaluation of its programs.	1.6 Principal, School Site Council, Bilingual Sub-Committee	1.6 Partially Implemented Completely by May 1980	1.6 Ongoing
	1.7 The school providing a Bilingual/ Bicultural Program will utilize the primary language of the LES/ NES community in parent participation and parent education activities.	1.7 Principal, School Site Council	1.7 Partially Implemented Completely by May 1980	1.7 Ongoing
	1.8 Preservice and inservice will be provided to instructional staff in the Bilingual/Bicultural Program. Such inservice will include activities which identify and improve bilingual teaching methodologies and crosscultural education skills of instructional staff. (See Staff Development Component)	1.8 Curriculum Services, Principal	1.8 Established	1.8 Ongoing
	1.9 Schools providing a Bilingual/ Bicultural Program will develop student performance objectives, activities and assessment procedures (to be included in School Improvement Plan) for language development and reading in the primary and second language for LES, NES and FES students. (See Appendix 4 for criteria for adding the second language reading)	1.9 Principals, School Site Council, Bilingual/ Crosscultural Instructional Staff	1.9 Established	1.9 Ongoing

MASTER PLAN FOR BILINGUAL EDUCATION

GOAL STATEMENTS: 1. To offer Bilingual Instructional Alternatives that meet the linguistic, cognitive and affective needs of students with different language and cultural orientations.

COMPONENT: Curriculum

OBJECTIVE	ACTIVITIES	RESPONSIBILITY	BEGINNING DATE	ENDING DATE
	1.10 Schools implementing a Bilingual Bicultural Program will include in their School Improvement Plan activities specifying how the primary language of the LES/NES students will be utilized as a medium of instruction in mathematics, multicultural education, and all other content areas. (See Appendix S-criteria for adding content area Instruction in Second Language and Appendix Bilingual Teaching Strategies)	1.10 Principals, School Site Council, Bilingual/Crosscultural Instructional staff	1.10 Established	1.10 Ongoing
	1.11 Curriculum and Instruction in the Bilingual/Bicultural Program will be consistent with District Enabling Skills and AB65 Minimal Proficiencies for graduation.	1.11 Principals, Curriculum Services, Bilingual/ Crosscultural Teachers	1.11 September 1979	1.11 Ongoing
	1.12 Each school will designate a Bilingual/Crosscultural Teacher to serve as team leader or resource teacher to: a. Facilitate articulation in a two fold manner: 1. among bilingual/cross-cultural staff, and 2. with entire school staff b. Review and share new instructional materials with instructional staff. c. Assist principal in coordinating Bilingual Sub Committee meetings. d. Assist principal in coordinating program evaluation including collection of data with the District Office of Program, Planning and Evaluation. e. Attend quarterly District Bilingual Resource Personnel Meetings.	1.12 Principal	1.12 Partially Implemented Completely by September 1979	1.12 Ongoing

BILINGUAL/BICULTURAL PROGRAM
ELEMENTARY MODEL

Appendix A-2

Component: Curriculum

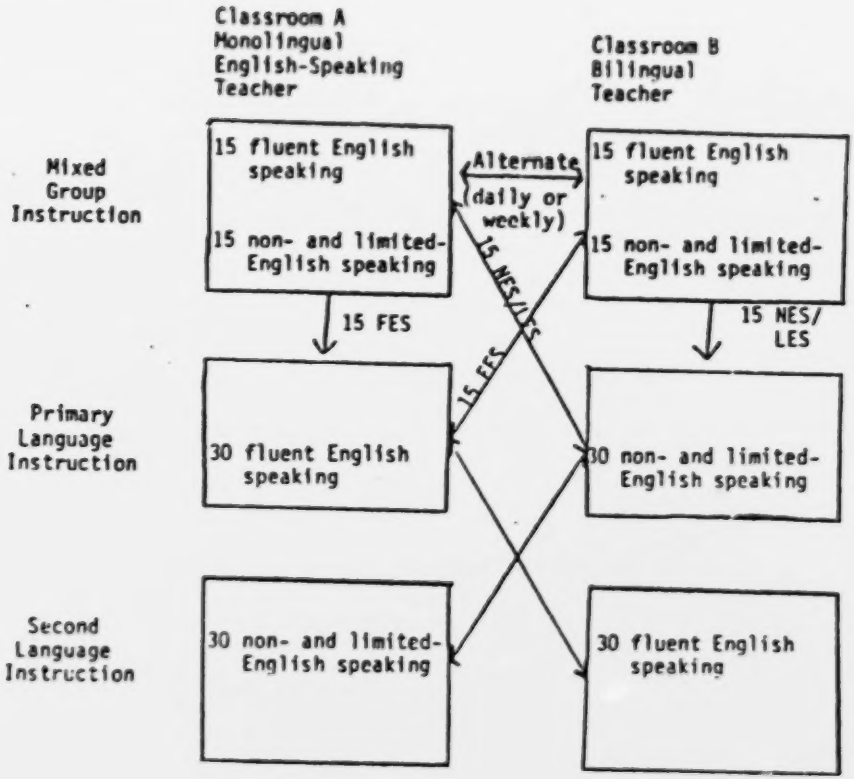
Grade Level or Level of Competency*	K	1	2	3	4	5
Primary Language Instruction	Readiness Math Science Social Studies	Reading Language Arts Math Science Social Studies	Reading Language Arts Math Science Social Studies	Reading Language Arts Math Science Social Studies	Reading Language Arts	Reading Language Arts
Second Language Instruction	Listening Speaking	Listening Speaking	Listening Speaking Reading	Listening Speaking Reading Writing	Listening Speaking Reading Writing	Listening Speaking Reading Writing
Concept Development** (Mixed Groups)	P.E. Art Music Opening Sharing	P.E. Art Music Opening Sharing Science Math	P.E. Art Music Opening Sharing Science Math	P.E. Art Music Science Math	P.E. Art Musi Music Science Math Social Studies	P.E. Art Music Science Math Social Studies

* This chart should be used as a continuum; a student may begin at any level, depending on proficiency in the primary and second language.

**Alternated daily or weekly.

Appendix A-3

BILINGUAL/B. ULTURAL PROGRAM
ELEMENTARY TEAM TEACHING MODEL



Appendix A-4

Component: Curriculum

Criteria for adding Second Language
Reading Instruction K-6
(Elementary Bilingual/Bicultural Program - Spanish and Portuguese)

As a general statement, the student is ready for placement in English reading after the following criteria have been met:

a. The student has received a good foundation in oral language development, e.g., the student scores at level 3 on the Language Assessment Scale.

b. The student has had a reading readiness program, including visual discrimination; size, shape, color perception and manipulation; large and small muscle coordination; letter recognition; awareness of numbers (recognition, formation, sequencing), etc. Any one of the following reading readiness program may be utilized:

    1. Portuguese Criterion Reference Test - Mastery of levels 1 thru 6
    2. Lectura en Español -
       Mastery of levels 1 thru 6
    3. Enseñemos a Leer -
       Mastery of steps 1 thru 15

c. The student has mastered English sound-to-symbol correspondences, with particular emphasis on those correspondences which are different from Spanish or Portuguese or which do not exist in Spanish or Portuguese. Any of the following English as a Second Language Programs may be utilized:

    1. I.D.E.A. KIT - Mastery of levels 1 thru 3
    2. H-200 - Mastery of levels 1 thru 2
    3. Portuguese Criterion Reference Tests - Mastery of levels 1 thru 6
    4. Second Language Curriculum Continuum - Mastery of levels 1 thru 6
    5. CORE English
    6. Modern American English
    7. Steps to English

d. The student is decoding and comprehending successfully at a 2.0 readability level primary language reading. Any district adopted basic reading series in the primary language may be used.

Note: The above criteria are listed to provide guidance to the classroom teacher together with any other factors which are determined to be relevant in assessing a student's readiness for placement in English reading.

APPENDIX B

CURRICULUM DESIGN STUDY

_____ UNIFIED SCHOOL DISTRICT — Structured Interviews

PURPOSE: Describe how District has dealt with a changing population and some of the critical turning points and what was done during these critical turning points.

Describe evolution of District awareness and seeking help for doing something even more innovative than that being demanded for the education of language minority students.

QUESTIONS:

1- Relate the historical perspective on the formation of the _____ Unified School District.

2- Give a description of the area at the time the District was formed and a description of the area today.

3- Specifically, how has the school population changed over the last 15-20 years?

4- How has the District responded to the changing school population?

5- There have been federal and state statutes directing educational policy and programs. How has _USD adjusted its instructional program/s accordingly?

6- Describe _USD's developmental chronology as it relates to the following:

a) Staff Development
b) Materials
c) Changes in Staffing

7- Where did _USD go for help? (Universities, neighboring school districts, out of town, out of the country?

8- Has there been a change in the relationship between the community and the school?

9- Do you see a difference in the way the community has been involved?

10- When the new demands for teachers trained in languages appeared, where did _USD go for help?

11- Over the past years has there been/is there any dissention relative to your instructional program for linguistic minority students?

12- Identify key turning points that you think made a difference (identify key junctures where the District made particular decisions that made a difference).

13- Was there anything that just happened fortuitously?

14- How have all these changes affected the morale or personal development of the staff? The community?

15- Do you see any benefits above and beyond the changes in the students?

APPENDIX C

The Case-Studies Curriculum Model

Phase	Spanish	Sheltered English	Mainstream English
I. Non-English-Proficient (K-grade 1)* (SOLOM 5-11)	Language Arts Mathematics Science/Health Social Studies	ESL	Art Music Physical Education
II. Limited-English-Proficient (grades 2-3)* (SOLOM 12-18)	Language Arts Social Studies	ESL Mathematics Science/Health	Art Music Physical Education
III. Limited-English-Proficient (grades 3-4)* (SOLOM 19-25)	Language Arts	Transitional Language Arts Social Studies	Art Music Physical Education Mathematics Science/Health
IV. Fully-English Proficient (grades 4-6)* (SOLOM 25+)	Language Arts (extended Spanish activities)		Art Music Physical Education Mathematics Science/Health Social Studies Language Arts

*Typical grade level for each phase.

Source: Crawford, 1989; 133

Note: SOLOM range signifies student score on Student Oral Language Observation Matrix, used for assessing oral language proficiency, in English, in this case.

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